



The Orchard Learning Journey

Intent, Implementation and Impact

"As God's children we aspire, believe and achieve to be the very best we can be."

Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.

HE SET MY FEET ON A ROCK AND GAVE ME A FIRM PLACE TO STAND (PSALM 40 V. 2)

Intent

Our intent for The Orchard classroom is to create an inclusive, nurturing, and dynamic learning environment where every child is empowered to thrive, discover, and grow. At the heart of our approach lies the belief that every child is unique, capable, and full of potential. By embracing a thematic curriculum, we aim to spark curiosity, creativity, and connection, weaving together subjects and skills in meaningful contexts that resonate with our learners.

By integrating themes that reflect real-world experiences and interests, we seek to make learning engaging and purposeful, nurturing a lifelong love of discovery. Our classroom is a space where every child can flourish at their own pace, supported by dedicated staff, innovative teaching methods, and a community of care. The Provision is integrated seamlessly within the existing infrastructure of the academy, providing a familiar school setting for students attending the Orchard.



Implementation

Our Curriculum:

Our curriculum is exciting and carefully structured, providing a broad, balanced and relevant learning experience for all children. Our expert team of staff have worked together to produce a learning journey that includes all areas of learning including creative subjects and humanities. Where children are able to access their own year groups learning for a particular subject, they may be taught some or all of it within their mainstream Year group class. Learning activities are tailored to the individual interests and needs of the children. Using our curriculum framework, staff design lessons and activities that motivate pupils to learn.

Areas of learning and development are planned within our curriculum schemes:

- Communication (oracy)- Speaking, Listening and Understanding
- Literacy: reading, writing and phonics
- Maths: number and practical maths
- PSED: independence skills and relationships and well-being
- Physical Development
- Exploring & Experimenting (Computing & Science)
- Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music)
- Culture and Communities (Geography, History, Foreign Language)
- RE

Our reading scheme is Super Sonic Phonics and is taught, as appropriate to the individual learning needs of our pupils. Daily reading is facilitated for those children who are able to engage in this with our reading scheme.

Specialist Support and Intervention:

The school receives funding to respond to the needs of pupils with SEND from a number of sources. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from the teacher and teaching assistants
- A bespoke personalised learning journey that supports pupils to develop their literacy and maths skills, access a broad and rich wider curriculum,

work towards personal learning targets, including ones on their EHCP and development wider skills to prepare them for adulthood.

- 1:1 and small group support from the teacher and teaching assistants e.g. literacy and maths interventions, friendship groups, Motorskills development, Lego therapy, TEEACH, Intensive interaction etc.
- Support from external agencies e.g. Specialist teachers, Autism Inclusion Team, Educational psychologists, Speech and Language support etc.
- Parent workshops
- Provision of specialist resources e.g. equipment for classrooms, computer programmes to support learning etc.
- Professional Development relating to SEND for staff.

In order to assess the progress of pupils within 'The Orchard', The engagement model is used. This is an assessment framework for students with SEN needs. It can be used after observing students in various scenarios in the classroom to assess their progress. This model looks specifically at how students engage with their learning. The model assesses students in five different areas:

Exploration

Children on their initial reaction to a new stimulus or activity. They may be interested or curious.

Realisation

The pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity.

Anticipation

This show how much the pupil predicts, expects or associates a stimulus or activity with an event.

Persistence

Attention is sustained in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Initiation

This shows how much, and the different ways a pupil investigates a stimulus or activity in order to bring about a desired outcome.

Impact

The curriculum supports pupils to make excellent progress in all areas of their learning, successfully developing their communication, confidence, self-help and independent life and living skills. Together, we envision a future where our pupils not only overcome challenges but also embrace opportunities, becoming confident contributors to their world. Our ambition is to see every child reach their full potential, unlocking talents and strengths they may not yet realise they possess. By fostering a culture of encouragement, innovation, and perseverance, we aim to empower children to dream big and pursue their aspirations with determination. In this environment of care and possibility, every child can not only thrive academically but also develop the resilience and skills needed to navigate life's complexities and seize its opportunities. This is our unyielding commitment: to aspire, believe, and achieve the journey of growth and achievement for every learner in our care.

Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Our Gospel Values

Loving and Compassionate

Let your light shine

Grateful and Generous

Perfect Picnic Fun

Curious and Active

A bugs Life

Magic Carpet Ride

Faith- filled and Hopeful

How does your garden grow

Intentional and Prophetic

Marvellous me - what makes me special

Marvellous me - my home and my school

Learned and Wise

A bugs Life

A pirate's life for me

Faith- filled and Hopeful

How does your garden grow

To infinity and beyond

Attentive and Discerning

Stepping back in time

The Orchard Thematic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Marvellous me-what makes me special	Let Your Light Shine	Magic Carpet Rides	How Does Your Garden Grow	A Bug's Life	A Pirate's Life For Me
Year B	Me and my home and my school	Nature's Changes	To Infinity and Beyond	Stepping back in Time	Perfect Picnic Fun	Let's Go on a Summer Holiday

National Curriculum Links

For detailed links to the National Curriculum, look at the individual subject learning journeys. This will be evidenced on weekly planning

Subject and Key Stage Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Marvellous me	Let Your Light Shine	Magic Carpet Rides	How Does Your Garden Grow	A Bug's Life	A Pirate's Life For Me
Communication (speaking, listening and understanding)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Literacy (reading, writing and phonics)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Maths (number and practical skills)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Exploring and Experimenting (Science and computing)	Year 1, 2, 4, 5, 6 – Animals, including humans	KS1 – Materials Year 3, 6 -Light Year 4, 6 -Electricity	Year 1, 2 -Animals, including humans Create and debug simple programmes Use logical programming to predict	Year 1, 2- Plants Year 2, 4, 5, 6 – Living things and their habitats	Year 2, 4, 5, 6 – Living things and their habitats	Year 4 -States of matter

			the behaviour of simple programmes			
Culture and Communities (Geography History)	KS1-human and physical geography of somewhere in the UK and a contrasting non-European country KS2 -human and physical features in UK, Europe and S/N America KS1-Changes within living memory	KS1- significant historical events, people and places in their own locality.	KS1-Countries in the UK, continents and oceans KS2-physical and human characteristics of countries in the world and major cities KS2-Early civilisations and their achievements			KS1-Compass direction and maps KS2-8-point compass directions and grid reference
Physical Development	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills
Expressive Art and Design	Art -Focus on mark making with a range of different tools D&T – cutting and joining Music-singing songs, chants and rhymes	Art- colour focus D&T-Cookery and nutrition Music-playing instruments	Art – sculpture focus D&T – building structures Music-create, select and combine sounds	Art – artist focus D&T-Cookery and nutrition Music-listening to recorded and live performances	Art – art in nature D&T- Textiles Music-singing songs, chants and rhymes	Art – elements of art D&T – mechanisms Music-playing instruments
PSED (Independent skills, relationships and well-being)	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Year B	Me and my home	Nature's Changes	To Infinity and Beyond	Stepping back in Time	Perfect Picnic Fun	Let's Go on a Summer Holiday

Communication (speaking, listening and understanding)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Literacy (reading, writing and phonics)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Maths (number and practical skills)	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets	Based on individual targets
Culture and Communities (Geography History)	KS1-human and physical features of local area including the school KS2-Key human and physical features of places in the world. KS1-Changes within living memory KS2-British history after 1066	KS1-Seasonal weather patterns and hot and cold places in the world KS2-the water cycle KS1-Changes within living memory KS2-stone age to iron age	KS2- Equator, Northern Hemisphere, Southern Hemisphere and why we have day and night KS1-Events beyond living memory	KS1-The lives of significant people who have contributed to national and international achievements KS2-The Romans		KS1-continent and oceans and countries in the UK KS2-using maps, atlases and globes KS2-Ancient Greece
Physical Development	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills	Developing gross and fine motor skills
Expressive Art and Design	Art -Focus on mark making with a range of different tools D&T – cutting and joining Music-singing songs, chants and rhymes	Art- colour focus D&T-Cookery and nutrition Music-playing instruments	Art – sculpture focus D&T – building structures Music-create, select and combine sounds	Art – artist focus D&T-Cookery and nutrition Music-listening to recorded and live performances	Art – art in nature D&T- Textiles Music-singing songs, chants and rhymes	Art – elements of art D&T – mechanisms Music-playing instruments

PSED (Independent skills, relationships and well- being)	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
--	---------------------------------	-----------------------------------	-------------------------	-------------------	----------------------	--------------------

Skills Progression Documents for Individual Pupil Targets

We use a range of different assessment tools to assess and monitor a child's progress over time. These include:

- Sensory screener
- Pre-Key Stage standards for reading, writing and maths
- Phonics tracker
- AET framework/Sprint curriculum
- Engagement model trackers
- Evidence Me

Topic Overviews (for planning and assessment)

Marvellous me-what makes me special		
Communication-speaking, listening and understanding - Listening to different sounds and using instruments to make them - Making different sounds with voices including using voice changes - Sounds pets may make	Literacy-reading, writing and phonics - You choose book pointing to their favourite things. - Books about the human body. - Drawing around bodies and labelling body parts. - Stories about families - The Biggest Bed in the World - Head, shoulders knees and toes	Maths: number and practical maths - Counting fingers and toes, ears and eyes etc. - Hiding numbers and naming them - Using shapes to make people - Place value using the equipment
PSED: independence skills and relationships and well-being - Photos of family/relatives - Giving out things to others e.g. putting snacks out on plates using snack and social. - Self-care - keeping clean, washing hands and faces, cleaning teeth. - Exploring emotions -	Physical Development - Different ways to move - kicking, throwing, jumping, dancing - Fine motor skills - jigsaws, moving equipment with tools, cutting shapes to make pictures of themselves.	Exploring & Experimenting (Computing & Science) - Comparing sizes, drawing around each other and seeing who is the tallest/shortest - Making pictures of people on ipads - Feely boxes to describe materials/interest objects - Tasting - salty, sour sweet - looking at taste buds - Cause and effect. Exploring body movements - Feeling different textures

Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music) - Looking in a mirror the drawing themselves - Dancing and movement to different styles of music - Making a sandwich with favourite tastes - Putting clothes on paper dolls - different styles		Culture and Communities (Geography, History, Foreign Language) - Different people and cultures around the world - Living in Newcastle and comparing it with another country, - Exploring what it is like around the school - Exploring on photographs how they have changed - playing with baby dolls.	RE - What makes people special. Special people in the bible. - David and Goliath, Jonah, Joseph, Moses, Daniel - Craft and stories linked to special people in the bible.
Week 1	Who am I?		
Week 2	My brilliant body		
Week 3	What can I see? What can I hear? What can I feel?		
Week 4	What can I smell? What can I taste? What can I feel?		
Week 5	How am I feeling?		
Week 6	Who is in my family?		
Week 7	How do I change as I grow up?		

Let Your Light Shine

Communication-speaking, listening and understanding

- Listening to the sounds of fireworks and describing the shapes and colours that they make
- Looking at the lights linked to Christmas festivals and describing the colours and textures
- Listening to songs and musical instruments and experimenting with cause and effect.

Literacy-reading, writing and phonics

- Books linked to electricity and lights
- Story books linked to the festivals
- Stories about bonfires
- Christmas stories

Maths: number and practical maths

- Position and direction - moving to different spaces, turns etc.
- Adding and subtracting using equipment

PSED: independence skills and relationships and well-being

- Celebrating different faiths
- Taking turns with different toys and equipment

Physical Development

- Circus skills
- Football skills
- Fine motor skills with clay

Exploring & Experimenting (Computing & Science)

- Exploring electricity and different light.
- Exploring light and dark
- Making shadow puppets

Understand emotions during celebrations - how do they make you			
Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music) - Firework sparklers with chocolate fingers - Christmas biscuit decorating. - Using chalk, paint, paper, colourful dough to make different pictures - Matching sounds to colours		Culture and Communities (Geography, History, Foreign Language) - Phillip Askley - circus - Sir Stanley Matthews - Pottery industry	RE - Exploring festivals of light for different faiths - Making candle holders and decorating them - Learning about the Christmas story and the main people in it.
Week 1	Who celebrates Diwali? Why do we have fireworks?		
Week 2	Who celebrates Hannukah?		
Week 3	Why is it getting darker?		
Week 4	How are shadows made?		
Week 5	Sparkles all around		
Week 6	Christmas lights		
Week 7	Christmas		

Magic Carpet Rides		
Communication-speaking, listening and understanding - Name different animals - Following instructions to act out being different animals - Listen to the different sound animals make - Focus on following instructions with one and two steps - Focus on turn taking with a peer	Literacy-reading, writing and phonics - Individual targets linked to current levels - Writing grammatically correctly structured sentences using semantic sentences - Using phonics within writing - Handwriting and letter formation	Maths: number and practical maths 2D and 3D shapes - Addition and subtraction - Counting with one-to-one correspondence - Place value – addition and subtraction with no regrouping.
PSED: independence skills and relationships and well-being - Looking at what excites them about the future – what jobs would they like to do? - Completing obstacle courses and problem solving to complete them. - Social stories about what to do in different situations. - Buying things in a shop. How much do things cost?	Physical Development - Gross motor skills – climbing, balancing, ride on a range of equipment - Fine motor skills, using tools to mark make in a range of materials - Fine motor skills to cut and prepare food	Exploring & Experimenting (Computing & Science) - Living things and their habitats – know why different plants and animals are suited to different environments - Understand simple food chains - Name the basic needs of animals and say what they need to survive. - Identify that animals have bones and muscles for support, movement and protection - Create and debug simple programmes - Use logical programming to predict the behaviour of simple programmes

Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music) • Make sculptures of different animals that can be found in different places in the world. • Make a pyramid and a Chinese dragon • Listen to Chinese music and do a Chinese dragon dance • Listen to music/sounds from different places around the world • Make Chinese food to celebrate the Chinese New Year.		Culture and Communities (Geography, History, Foreign Language) • Show where the different countries can be found on a map. • Talk about who lived there in the past and who may live there now. • Know what clothes will need to be worn if you are visiting that area of the world. • Know what it may look like when visiting there in the world.	RE • Look at the creation story in the bible • Name what God made on the different days of creation • Read creation stories from around the world • Talk about how we should look after our wonderful world.
Week 1	Walk like an Egyptian		
Week 2	Indian delights		
Week 3	Rumble in the jungle		
Week 4	The Great Barrier Reef		
Week 5	The Antarctic		
Week 6	Chinese New Year		

How Does Your Garden Grow		
Communication-speaking, listening and understanding	Literacy-reading, writing and phonics	Maths: number and practical maths
PSED: independence skills and relationships and well-being	Physical Development	Exploring & Experimenting (Computing & Science)

Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music)	Culture and Communities (Geography, History, Foreign Language)	RE
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

A Bug's Life		
Communication-speaking, listening and understanding	Literacy-reading, writing and phonics	Maths: number and practical maths
PSED: independence skills and relationships and well-being	Physical Development	Exploring & Experimenting (Computing & Science)
Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music)	Culture and Communities (Geography, History, Foreign Language)	RE

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

A Pirate's Life For Me		
Communication-speaking, listening and understanding	Literacy-reading, writing and phonics	Maths: number and practical maths
PSED: independence skills and relationships and well-being	Physical Development	Exploring & Experimenting (Computing & Science)
Expressive Arts and Design (Art and Design, Design and Technology including cooking and nutrition, and music)	Culture and Communities (Geography, History, Foreign Language)	RE
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

